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Reflect on the data:

**Team to Teach Tool 5.3- Reflecting on the Data** (use Tool 5.1 for data resources)

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| **Question** | **Answer** | **What other info. do we need?** |
| 1. What sources of data did we examine? | Gender, Ethnicity, DIBELS Mid-Year ORF and Retell scores, Progress Monitoring ORF and Retell scores, Data Director Post-Test 2 and Pre-Test 3, Storytown Weekly Test grade, Report Card average, Attendance and Lunch | Longitudinal data. Storytown Benchmark Assessment data. |
| 2. What parts of these data really caught our attention? | Students scored low on the DD post test even after instruction on the standards. The DD test scores, the Storytown test scores and the DIBELS ORF don’t match. | Analyze longitudinal data to determine red flag issues so that these can be addressed. Dig deeper into the data to discover the root cause of the deficiencies. |
| 3. What parts of these data encourage you the most? | Students are making gains in ORF according to Progress Monitoring. Some students showed some mastery of standards on the DD post test. | Continue to analyze progress monitoring and miscues to determine areas of weakness. Provide intensive Tier III intervention when needed. |
| 4. What parts concern you the most? | The Data Director we are required to use and the weekly tests from Storytown are testing different standards. Students performed better on the Storytown weekly test that they did on the DD post-test. | Align Data Director standards with Storytown. |
| 5. What differences, if any, are there in grades, attendance, and behavior among our students? | Behavior and attendance is not an issue. One student has been absent 14 days and this shows in the DD and Weekly Test scores. | More observations and anecdotal records of students to determine behavior in the classroom. |
| 6. Do some groups achieve at higher levels than others? | Yes. The boys scored, on average, 9% higher than the girls in almost every category. | Longitudinal data to determine if this is a trend. |
| 7. Which students are not working to potential? What evidence is there that students who were given more challenging work also achieved more? | Christian, Quinntina and LaDarren are not working to potential. Their scores indicate they could do better and need to be challenged. Shadowing Christian indicates he appears to be bored in class at times. | Longitudinal data is needed on these students to determine if this is a trend. |
| 8. Which groups appear to need instruction more tailored to their learning styles? | Trenyce has a large discrepancy between her DIBELS ORF score and the DD post and pre tests. Latorie and Amari need more instruction based on learning styles.  Shadowing Latorie indicates she’s not focused and needs more intense intervention. | These are red flag issues and need further data analysis on these students to determine the root cause of their deficiencies. |
| 9. What other questions does this data raise for you? | What type of intervention is being utilized to address deficiencies in ORF and to address deficiencies in standards not mastered on the DD post and pre tests. How is data being used to plan for instruction. | Identify standards not mastered on the DD tests and provide intervention with those standards.  Use of formative assessments. |
| 10. What are the implications for what our professional learning team should focus on this year? | Standards-based instruction and focus on essential questions; miscue analysis on ORF to determine deficiencies. | Use of formative assessments. Unwrap the standards, make sure essential questions reflect the standard that is being taught and refer to the essential question during instruction. |

**Tool 5.4: Deciding on a team focus**

**Directions:** What is your team’s instructional focus for next year? Discuss and record this decision after analyzing and reflecting on student and subgroup data. This information will be used to help you craft your team goal.

**What student strengths do these data highlight?**

Most students are partially meeting or meeting standards tested on Data Director. Students have made gains in ORF from the Mid-Year assessment.

**What student needs do these data highlight?**

Students still need fluency work. Data Director standards not mastered were comprehension, vocabulary, and using text features. Storytown skills not mastered were vocabulary, plot, and characters.

**What are the implications of the data we examined for our professional learning team?**

Teaching the Storytown program verbatim and incorporating standards that will be tested on DD. Intensive intervention (Tier III) focus on ORF for some students.

**On what areas could we focus our collective efforts? What are the pros and cons of each?**

Areas of focus are planning Storytown lessons; Identifying Essential, Important and Condensed standards. Pros—planning is essential so that everyone is going in the same direction. Cons—Time.

**Which area will we select as an intensive focus for our team’s work?**

Unwrapping standards and writing essential questions relevant to the standards being taught will be a focus. Providing intervention for students that do not master the standards is a must. Set up a file of activities for each standard so that the specialists can pull from those files to eliminate layering and ensure that every child is receiving the same instructional opportunities.

**What results do we want for our students by the end of the school year?**

80% mastery/proficiency on DIBELS ORF, Storytown program assessments, and Data Director.

**TEAM FOCUS:** General area of student need we will address.

Use multiple data sources to address students’ strengths and weaknesses. Begin to use formative assessments as a means of addressing student need. Collaborate and plan with specialists so that layering is eliminated and everyone is of one accord with instruction.